

Annotated exemplar for Literacy unit standard

Standard 26622 *Write to communicate ideas for a purpose and audience*

Level 1, Credits 4, Version 1

Learner N01

Result Not Achieved

Source of evidence

This exemplar has been developed from a combination of real learner responses from a variety of sources.

Context

This evidence has been gathered from social studies and English classes in the school environment.

Publication May 2011

Standard 26622 *Write to communicate ideas for a purpose and audience*

Learner: N01

Result: Not Achieved

In the commentary below, references such as **[note 1]** are used to indicate aspects of the learner work or assessment documentation that the comment relates to.

Commentary

General quality of the evidence presented

Evidence of three written texts from three activities has been presented (two from social studies activities **[note 1]**, and one from an English class activity **[note 2]**), meeting the requirements of explanatory note 2. The activities in which the texts have been generated have occurred over time (22/9/10; 23/8/10; 15/10/10 **[note 3]**), as attested to (signed off) by the teacher/evidence gatherer. This meets the requirements of explanatory note 3.

There is reasonable evidence across the texts of the use of conventional English, meeting the requirements of explanatory note 4.

The purpose for each text is explained **[note 4]** either in the purpose or text type statements in the evidence collection sheets. There are at least two different purposes **[note 5]** (persuasive and personal response/expressive), as is required by the outcome 1 range statement. The audiences for the texts are given **[note 6]**, which is necessary to enable outcome 1, and evidence requirements 1.1 and 1.3 to be assessed.

At least one text (but for this learner, texts 2 and 3) is continuous and paragraphed (evidence requirement 1.2).

The evidence for this learner does not meet the minimum standard required for Achieved

This is a Not Achieved exemplar. Overall, this learner has not provided texts of sufficient length and complexity to inform a judgement with regard to explanatory notes 3 and 5. There is no text of at least 200 words. (Text 3 almost achieves this length, but has limited ideas and technical issues.) Explanatory note 5 may have been met if texts one and two had been sustained longer and the first two paragraphs of text two were not repetitive. One text needs to be at least 200 words in length, and overall the texts total around 500 words (as a guide) to meet explanatory note 5.

Text one (China): The ideas are undeveloped, and so do not meet evidence requirement 1.1. The repetitive sentence structures **[note 7]** and language used do not meet the level required (explanatory notes 5 and 6). The organisation is too simplistic for the level required (I liked/I didn't like), and so does not meet evidence requirement 1.2. Some technical errors **[note 8]** are present (evidence requirement 1.4).

Text two (King Tut): The ideas are not organised sufficiently to meet evidence requirement 1.2, as they are circular and contradictory, and do not show evidence of an organisation principle but rather a jotting down of the next idea **[note 9]**. Technical errors are present (for example, run on sentences **[note 10]** and capital letters omitted **[note 11]**), but they do not detract from the communication, and therefore do meet evidence requirement 1.4.

Text three (Alice): Limited ideas are expressed, which does not meet evidence requirement 1.1. Technical errors **[note 12]** contribute to organisation weakness for evidence requirement 1.2 (e.g. run-on sentences in paragraph 3), and also detract from the communication (and therefore do not meet evidence requirement 1.4).

Assessed Work cover sheet

Unit 26622: Write to communicate ideas for a purpose

Level 1, Credits 4, Version 1



NEW ZEALAND QUALIFICATIONS AUTHORITY
MANA TOHU MĀTAURANGA O AOTEAROA

This cover sheet **must** be completed and accompany each learner's evidence submitted for national external moderation.

Learner name: Learner 5

Outcome 1: Write to communicate ideas for a purpose and audience.

Attach the labelled texts to this cover sheet.

Evidence requirements	Texts (labelled 1, 2 and 3) show (for each text) that:	Text 1	Text 2	Text 3
		✓/✗ or Y/N	✓/✗ or Y/N	✓/✗ or Y/N
1.1	Learner has expressed more than one idea appropriate to the purpose and audience.	✗ purpose ✗ audience	purpose audience	purpose audience
1.2	Learner has organised ideas appropriate to the purpose and text type.	✓ purpose ✓ text type	✗ purpose ✗ text type	✗ purpose ✗ text type
1.3	Learner has used language appropriate to the purpose and audience.	✓ purpose ✓ audience	purpose audience	purpose audience
1.4	Any technical errors did not detract from the communication.	✗	✓	✗

Notes: All evidence requirements must be met in each text. Add columns for extra texts if needed.

Evidence presented shows that:	✓/✗ or Yes/No	Provide an explanation and/or reference to supporting evidence
All three texts were produced under naturally occurring conditions (Explanatory note 2)	✓	Class work exercises: <i>Social Studies class x2, English class x1</i>
		In job/community:
		Family life:
		Other (please state):
Texts have been written and evidence generated over time (Explanatory note 3)	✓	Indicate date each text written: Text 1: <i>22 Sept 2010</i> Text 2: <i>23 Aug 2010</i> Text 3: <i>15 Oct 2010</i>
Texts are of sufficient complexity to provide adequate evidence of competence (Explanatory note 5)	✗	<i>Limited ideas Repetitive content Simplistic word choice</i>
Texts are of sufficient length to provide adequate evidence of competence (Explanatory note 5)	✗	One text is a minimum of 200 words Text number:
	✗	The three texts total approximately 500 words (but refer explanatory note 5)
Learner has been given the opportunity to plan, compose, revise and edit their writing for each text (Explanatory note 6)	✓	✓ Text 1: ✓ Text 2: ✓ Text 3:
		If not, please explain situation:

At least one text is continuous and paragraphed (Evidence requirement 1.2 range)	✓	Text number: 2 + 3
Learner has demonstrated competency against the unit standard as a whole , over a period of time (Explanatory note 3)	X	
Learner has made deliberate choices about writing process, language and structure which are appropriate for the purpose and audience of each text (Outcome 1)	X	The content, word choices and grammatical structures are insufficiently purposeful and deliberate

Briefly describe the situation and activity in which each text has been written: e.g. Transition class, job application letter to accompany C.V.			
Text 1: Social Studies class - response to China video	Text 2: Social studies class - essay following web quest activity	Text 3: English class - characterisation activity	
Specify the audience and purpose for each text: e.g. audience - potential employer; purpose - apply for job/gain an interview			
Text 1 audience: class members	Text 2 audience: class members	Text 3 audience: class members + teacher	
Text 1 purpose: personal response	Text 2 purpose: persuasive essay	Text 3 purpose: compare + contrast different characterisations	
Please check that: (✓/X or Yes/No)			
✓	Learner has used conventional English with only limited use of abbreviated or coded language (Explanatory note 4)		
✓	At least two different purposes are evident across the three texts (Outcome 1 range)		
X	Quality and level of evidence presented meets requirements.		
X	Enough information is provided on this Assessed Work cover sheet and/or within the attached learner evidence to demonstrate that the learner has met all requirements of the standard.		

Result (tick one)

- ☐ **Achieved** - I am satisfied that, overall, the learner has demonstrated competency **against the standard as a whole** as per unit standard requirements.
- ☒ **Not achieved** - Overall the learner has not yet demonstrated competency against the standard as a whole as per unit standard requirements.

Attestation: I attest that the information given in this cover sheet is accurate.
I attest that the learner produced the evidence without undue assistance.

Assessor: Name: _____ XXXX _____ Date: 30 Oct 2010

Signature: _____ XXXX _____

Evidence collection sheet – for optional use
Unit 26622: Write to communicate ideas for a purpose and audience
 Level 1, Credits 4, Version 1



Learner name: Learner 5 Date text written: 22/9/10 ³

Assessor/Verifier name and relationship to learner: Social studies teacher XXXX

Text title/identifier:	<u>China</u>	<u>text 1</u>
Brief description of situation and activity in which text was written: e.g. Transition class, job application letter to accompany C.V.	¹ <u>Social studies class - write a personal response to "Travelling to China" video</u>	
Purpose of the text: (e.g. to persuade, inform, describe, narrate, explain, instruct, recount, other) e.g. apply for job/gain an interview	<u>personal response to visual text</u> ⁴ ⁵	
Audience for the text: e.g. potential employer	Text type: e.g. formal letter	Word count: <u>83</u>
<u>Other class members</u> ⁶ <u>informal - response (personal)</u>		
NB: Attach written text to this sheet		

Outcome 1: Write to communicate ideas for a purpose and audience.

Evidence requirements	Text attached shows that: (Note: all evidence requirements must be met in each text.)	✓/x or Yes/No	Supporting comments
1.1	The learner has expressed more than one idea appropriate to the:	<input checked="" type="checkbox"/> purpose and <input checked="" type="checkbox"/> audience	<u>likes / doesn't like</u>
1.2	The learner has organised ideas appropriate to the:	<input checked="" type="checkbox"/> purpose and <input checked="" type="checkbox"/> text type	<u>Basic but does have 2 paras with topic sentences</u>
1.3	The learner has used language appropriate to the:	<input checked="" type="checkbox"/> purpose and <input checked="" type="checkbox"/> audience	
1.4	Any technical errors did not detract from the communication	<input checked="" type="checkbox"/>	
Explanatory note 4	The learner has used conventional English with only limited use of abbreviated or coded language.	<input checked="" type="checkbox"/>	
Explanatory note 6	The learner was given the opportunity to plan, compose, revise and edit their writing.	<input checked="" type="checkbox"/>	If not, please explain:
Explanatory notes 5 and 6	The learner has deliberately crafted this written text.	<input checked="" type="checkbox"/>	If not, please explain: <u>organisation shows minimal crafting, but word choice is repetitive and choices</u>
<input checked="" type="checkbox"/> Evidence supplied is learner's own work		<input checked="" type="checkbox"/>	Evidence supplied has occurred naturally <u>have been simplistic.</u>

Assessor/Verifier signature: XXXX Date: 15/10/10

personal response to film

Some of the things that I like about China is all the different changes in scenery like the mountains and the rivers, I liked the different type of foods that they had over there, like cat, dog and snake, I liked the different types of instruments that they had to offer because it is such a change to New Zealand's ones.

Things that I didn't like about China was the fact that they had lots of people and that there was a lot of pollution.

SOCIAL STUDIES

Task description

Write a personal response to a video entitled "Travelling in China"
Students had to write from a personal perspective about the things that they would like to do and see in China and what they would most likely like about being in China. They were also asked about what they would not like about travelling in China.

83 words

Evidence collection sheet – for optional use
Unit 26622: Write to communicate ideas for a purpose and audience

Level 1, Credits 4, Version 1



Learner name: Learner 5

Date text written: 23/8/10 ³

Assessor/Verifier name and relationship to learner: Social studies teacher XXXX

Text title/identifier:	<u>How did King Tut die? Text 2</u>		
Brief description of situation and activity in which text was written: e.g. Transition class, job application letter to accompany C.V.	<u>1 Social studies activity - persuasive essay - following a web quest activity</u>		
Purpose of the text: (e.g. to persuade, inform, describe, narrate, explain, instruct, recount, other) e.g. apply for job/gain an interview	<u>write a persuasive essay - choose an opinion & stick with it</u> ^{4 5}		
Audience for the text: e.g. potential employer	Text type: e.g. formal letter	Word count:	
<u>Rest of class</u> ⁶	<u>essay</u>	<u>165 approx</u>	
NB: Attach written text to this sheet			

Outcome 1: Write to communicate ideas for a purpose and audience.

Evidence requirements	Text attached shows that: (Note: all evidence requirements must be met in each text.)	✓/✗ or Yes/No	Supporting comments
1.1	The learner has expressed more than one idea appropriate to the:	✓ purpose and ✓ audience	
1.2	The learner has organised ideas appropriate to the:	✗ purpose and ✗ text type	Repetitive information, after stating position in opening para.
1.3	The learner has used language appropriate to the:	✓ purpose and ✓ audience	
1.4	Any technical errors did not detract from the communication	✓	A number of technical errors - but don't detract overall
Explanatory note 4	The learner has used conventional English with only limited use of abbreviated or coded language.	✓	
Explanatory note 6	The learner was given the opportunity to plan, compose, revise and edit their writing.	✓	If not, please explain:
Explanatory notes 5 and 6	The learner has deliberately crafted this written text.	✓	If not, please explain:
<input checked="" type="checkbox"/> Evidence supplied is learner's own work		<input checked="" type="checkbox"/> Evidence supplied has occurred naturally	

Assessor/Verifier signature: XXXXXX Date: 15/10/10

How did king tut die?

king tut was murdered from evidence that general Horemheb killed him by hitting him over the head with something and that he had a blood clot in his head and bone fragments.

King tut was murdered because scientists have found that he had a blood clot in his head and bone fragments as well, they believe the way that he got the bone fragments was from being hit in the head with something.

They also believe that there was foul play with his death because general Horemheb took the throne after him really wanted to get the throne. They believe that the injuries he had were caused by him so that he could get to the throne faster.

King tut wasn't murdered because they found that he had a badly broken leg from maybe falling off something and scientists found that he had traces of malaria in his system.

King tut was murdered because of the evidence that general Horemheb killed him to get to the throne through the injuries that king tut had.

Evidence collection sheet – for optional use
Unit 26622: Write to communicate ideas for a purpose and audience
 Level 1, Credits 4, Version 1



Learner name: Learner 5 Date text written: 15-10-10 ³

Assessor/Verifier name and relationship to learner: XXX - English Teacher

Text title/identifier:	<u>"In the memories of Alice..." text 3</u>		
Brief description of situation and activity in which text was written: e.g. Transition class, job application letter to accompany C.V.	<u>English class - characterisation</u>		
Purpose of the text: (e.g. to persuade, inform, describe, narrate, explain, instruct, recount, other) e.g. apply for job/gain an interview	<u>To compare and contrast different representations of a character over 2 films</u> ^{4 5}		
Audience for the text: e.g. potential employer	Text type: e.g. formal letter	Word count:	<u>class mates and teacher</u> ⁶ <u>review</u> <u>approx 160 words</u>
NB: Attach written text to this sheet			

Outcome 1: Write to communicate ideas for a purpose and audience.

Evidence requirements	Text attached shows that: (Note: all evidence requirements must be met in each text.)	✓/x or Yes/No	Supporting comments
1.1	The learner has expressed more than one idea appropriate to the:	✓ purpose and x audience	more expected of a review in terms of range of ideas
1.2	The learner has organised ideas appropriate to the:	x purpose and x text type	
1.3	The learner has used language appropriate to the:	✓ purpose and ✓ audience	But limited
1.4	Any technical errors did not detract from the communication	x	eg run-on sentences
Explanatory note 4	The learner has used conventional English with only limited use of abbreviated or coded language.	✓	
Explanatory note 6	The learner was given the opportunity to plan, compose, revise and edit their writing.	✓	If not, please explain: didn't take it
Explanatory notes 5 and 6	The learner has deliberately crafted this written text.	x	If not, please explain: didn't take opportunity

☒ Evidence supplied is learner's own work

☒ Evidence supplied has occurred naturally

Assessor/Verifier signature: XXX Date: 18-10-10

In the two movies of Alice and wonder land they have changed how they see Alice. They have done it by changing her personality, changed her outfit that she wears and they made her out to be more modern.

In the new Alice in wonder land movie they changed her personality a little bit from the old cartoon movie. They changed the way she has a ~~poor~~ opinion on things like in the old one her opinion was always nice and in the new one she has more of a opinion and its not always a nice one.

They changed her outfits more in the new movie. They did it so they could ~~show her~~ in make her fit into the scene more, when she was in the red queens castle they put her into a red out standing outfit, it made her fit into it more because the red queen like people that are different so they put her into a red outfit with fur wrapped around it which made her look different from the rest.

In the new movie they made her more modern, almost into a modern teenager, it is shown by in her dream she is getting really annoyed that she is getting bossed around.